

**Virginia Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)**  
**Part 1: Education Programs (excluding Administration and Supervision Programs)**

**Name of Institution:** George Mason University  
**Contact Person:** Martin E. Ford/Ellen Rodgers  
**Phone No.:** (703) 993-2004  
**Reporting Date:** July 2010

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Childhood Education Program and Fairfax County Public Schools (FCPS)	The Early Childhood Education program and FCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. FCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Fairfax County Public Schools Personnel.	No
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	The Early Childhood Education program and ACPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. ACPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Alexandria City Public Schools Personnel.	No
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	The Early Childhood Education program and APS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. APS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Arlington County Public Schools Personnel.	No
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	The Early Childhood Education program and PWCS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. PWCS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Prince William County Public Schools Personnel.	No
5.	Early Childhood Education Program and Loudoun County Public Schools LCPS)	The Early Childhood Education program and LCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Loudoun County Public Schools Personnel.	No
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	The Early Childhood Education program at George Mason University and DC Public Schools formed a partnership to provide DC teachers with an opportunity to pursue a Master of Education in Early Childhood Special Education.	The Master of Education program provided by ECE enabled teachers to develop the knowledge and skills needed to effectively work with diverse young children with disabilities and their families.	District of Columbia teachers employed by DC Public Schools.	Yes
7.	Early Childhood Education Program and Teach for America (TFA)	The Early Childhood Education program at George Mason University and Teach for America (TFA) have formed a partnership to provide TFA teachers with an opportunity to pursue a Master of Education in Curriculum and Instruction, with a concentration in early childhood education leading to pre-K through 3rd grade licensure.	The TFA teachers are employed teachers who are provisionally licensed. The Master of Education program provided by ECE enables teachers to develop the knowledge and skills needed to teach effectively and enables them to become licensed teachers.	Teach for America teachers employed in the District of Columbia Public Schools, District of Columbia Charter Schools, and Prince George's County Public Schools.	Yes

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8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church (MCPS)	The Early Childhood Education program and the Infant/Toddler Connection of Fairfax/Falls Church have formed a partnership that enables students to participate in the internships required for licensure and field experiences required for their coursework.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	The Infant/Toddler Connection of Fairfax/Falls Church.	No
9.	Early Childhood Education Program and Manassas City Public Schools	The Early Childhood Education program and MCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. MCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Manassas City Public Schools Personnel.	No
10.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES.	Yes
11.	Professional Development School Network - Arlington Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Randolph Elementary School.	Yes
12.	Professional Development School Network - Prince William County Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Old Bridge Elementary School and Occoquan Elementary School.	Yes
13.	Professional Development School Network - Loudoun County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Cool Spring ES, Dominion Trail ES, and Sugarland ES.	No
14.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES.	Yes

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15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to list courses for the Math Specialist Leader program on a common website maintained by UVA. Individuals interested in taking math specialist courses can access this information from the website and select from among the courses offered at one of several institutions.	Provides access to mathematics specialist courses for teachers at various university locations in Virginia.	UVA, VCU, and GMU.	Yes
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to develop common courses across institutions to be offered at our respective Math Specialist Leader master's degree programs. Courses across institutions were developed, revised, and are approved for transfer among these programs.	Allows teachers in Virginia to transfer mathematics specialist courses across institutions when they relocate within the state.	UVA, VCU, and GMU.	Yes
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort	GMU entered into a collaboration with the Fairfax County Public Schools to offer a cohort of the Math Specialist Leader program at an FCPS school site from 2007-2010. Thirty FCPS teachers entered the program in Fall 2007.	Fairfax County Public Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 30 FCPS teachers as school-based mathematics specialists.	GMU and FCPS.	No
18.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort	GMU entered into a collaboration with the Prince William County Public Schools to offer a cohort of the Math Specialist Leader program at a PWC school site from 2008-2011. Twenty-five PWC teachers began the program in Fall 2008.	Prince William County Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 25 PWC teachers as school-based mathematics specialists.	GMU and PWCS.	No
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas City Schools.	No
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas Park City Schools.	No

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21.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Woodburn Elementary, Fairfax County Public Schools, VA.	No
22.	School Counseling Leadership Team (SCLT)	The SCLT is a collaboration between counselor educators, school district supervisors, and state level professional school counseling leaders. The SCLT identifies best practices and provides professional development and advocates for issues pertaining to school counseling programs in Virginia.	The SCLT supports school counselors in their development of comprehensive school counseling programs that align with the mission of schools and assure that all students are provided with the resources needed to help all students achieve. The SCLT also advocates for school counseling positions and has supported state initiatives.	GMU C&D Faculty , Marymount, Va Tech, GW Counselor Educators, Fairfax, Loudoun, Prince William, Falls Church, and Arlington County Public School Counselor Supervisors, and State-level School Counseling Leadership.	No
23.	The School Reintegration Committee	The School Reintegration Committee developed and delivers training for school counselors, school social workers, and public health nurses in Fairfax County Public Schools. To date more than 500 FCPS staff have been trained.	Twenty percent of school age children have a chronic illness and seven percent have a chronic illness that impacts learning and psychosocial development. This population is absent more often and requires school support. Increasing programs and services and educating school personnel to the needs of this population is the goal of training.	GMU C&D Faculty, Fairfax Public School Counseling Specialist, Public Health School Coordinator, and School Social Work Coordinator, and school counselors.	No
24.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)	Students provide supervised traditional and non-traditional career counseling services to underserved populations in the community.	Career education is a PreK-12 standard of learning, and providing career counseling services is a component of all school counseling programs. School counseling students receive training by providing career education and counseling to homeless families.	GMU C&D faculty and CAACH Counselors.	No
25.	School Psychology Internship: Fairfax County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Fairfax County Public Schools.	No

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26.	School Psychology Internship: Arlington County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Arlington Public Schools.	Yes
27.	School Psychology Internship: Loudoun County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Loudoun County Public Schools.	No
28.	School Psychology Internship: Prince William County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Prince William County Public Schools.	No
29.	School Psychology Internship: Alexandria County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Alexandria City Public Schools.	No
30.	School Psychology Internship: Falls Church Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Falls Church Public Schools.	No
31.	School Psychology Internship: Manassas City Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Manassas City Schools.	No

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32.	School Psychology Internship: Frederick County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Frederick County Public Schools.	No
33.	School Psychology Internship: Montgomery County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Montgomery County Public Schools.	No
34.	School Psychology Internship: Anne Arundel County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Anne Arundel County Public Schools.	No
35.	Foreign Language: Multiple Intelligences	Working with Fairfax County Public Schools to co-host "Liven Up Teaching Arabic and Chinese through the Theory of Multiple Intelligences (MI)". The two week Summer 2009 institute focused on MI theory and how varied approaches can be applied to language learning. In 2010, the focus is on Transitioning to Teaching in US Schools in order to enhance teacher expertise and student performance.	This institute provides opportunities to help fill the void in the paucity of both Arabic and Chinese teachers in the Metro area. In-service as well as pre-service teachers are given practical applications of theory-to-practice, while working with students attending the FCPS children's summer language camps held at GMU.	Fairfax County Public Schools.	Yes
36.	Elementary Art Methods Practicum	As part of AVT 691, the elementary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary elementary art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area elementary schools.	Fairfax County Public Schools.	No
37.	Secondary Art Methods Practicum	As part of AVT 692, the secondary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary middle and high school art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area middle and high schools.	Fairfax County Public Schools.	No



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38.	Student Teaching Internship	In AVT 695, MAT students teach in the elementary and secondary schools under direct supervision of cooperating teachers. Cooperating teachers guide the students' gradual assumption of the full-time responsibilities in their role as art teachers. University supervisors make periodic site visits to observe and critique each student's progress.	Working under the guidance of exemplary art teachers in area elementary and secondary schools, MAT student teachers pilot original, standard-based art units. The resulting high quality student art work is exhibited at the Art of Teaching Art Showcase, celebrating student artists, their families and cooperating art teachers.	Fairfax County and Prince William County Public Schools.	No
39.	AVT 495/595 School Observations	By visiting the art rooms of diverse area schools, pre-service art teachers will become familiar with art teaching while discovering a variety of ways art is taught and evaluated to meet the multiple educational needs of today's students. Students develop observation skills and analytical abilities to interpret and evaluate instructional practices.	The need for potential art teachers to observe contemporary art education practices, resulting in high quality student art work in area elementary, middle and high schools.	Fairfax County Public Schools.	No
40.	Artful Adventures at DC Art Museums	Pre-service students actively explore a selected DC art museum to collaboratively design, implement and evaluate object-specific family tours on the first weekend in March. After which they are engaged in researching an art object in order to create an instructional resource and an object-inspired artwork, that are shared with the institution.	The need for well prepared art teachers to engage area parents and children in meaningful art learning with original art objects in museum settings. (Reference: <a href="http://gazette.gmu.edu/articles/8075/">http://gazette.gmu.edu/articles/8075/</a> and <a href="http://gazette.gmu.edu/articles/11712.">http://gazette.gmu.edu/articles/11712.</a> )	Kreeger Museum, Phillips Collection, National Museum of Women in the Arts, and National Portrait Gallery.	No
41.	George Mason University Dance Department Partnership with Woodbridge High School Center for the Arts Dance Program	The partnership is intended to prepare both undergraduate dance majors at George Mason for the challenges of teaching in a high school magnet dance program, and high school dancers for the rigors of a selective undergraduate dance degree program. George Mason dance majors and faculty observe and teach master classes at Woodbridge, and Woodbridge dancers (grades 9 - 12) visit George Mason to observe classes, attend workshops and see performances.	The partnership provides grades 9-12 dancers opportunities to investigate and experience dance as an art form in a broader perspective than is available in the secondary school or in popular culture. Woodbridge dancers participate in university production workshops, learn audition skills from university faculty, discuss technique training with dance majors, and investigate career opportunities with George Mason dance alumni. The goal is for Woodbridge dancers to develop individual goals and interests in the dance discipline, and understand pathways to achieving those goals.	George Mason University Dance Department and Woodbridge High School Center for the Arts Dance Program.	No
42.	English as a Second Language: Language Assessment Partnership	School-university partnership with Fairfax County Public Schools in language assessment since 1992. This long-term, annually renewing partnership has as its goal to improve the validity and reliability of assessments used to measure the language growth of over 19,000 students in the English as a Second Language program.	Fairfax County Public Schools needs to improve the reliability and validity of its language assessment procedures and measures in order to provide accurate information on student growth in the English language.	English as a Second Language Program, Fairfax County Public Schools, VA.	Yes

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43.	Health and Physical Education Student Teaching Internships	Purpose is to meet teacher candidate needs for a prolonged and full day experience in schools at the elementary and secondary levels, while learning from a high quality cooperating teacher.	Programs need knowledgeable and energetic pre-service teachers committed to learning to teach students. Internships prepare future teachers to meet needs of the states' youth.	Fairfax, Loudoun, and Prince William County Public Schools.	Yes
44.	Physical Education Field Experiences in Schools	Offers the opportunity for junior and senior level students to shadow a master teacher and teach classes unassisted in elementary, secondary, and adapted PE settings.	Learners experience a visiting teacher who quickly becomes part of the class and communicates positively with students. The focus is on developing management skills, instructional strategies, and increasing academic learning time.	Fairfax County Public Schools.	No
45.	Health Education Field Experience	Pre-service teachers experience for the first time teaching health education in a seated classroom within a middle school setting.	Learners experience well developed and innovative lessons presented by pre-service teachers eager to share their health education knowledge in a positive learning environment.	Fairfax County Public Schools.	No
46.	Collaborative Research	Research project that examined the mentor and mentee relationships and effectiveness of induction programs in two counties.	Learner needs are addressed most effectively when first year teachers have effective mentors who provide leadership in model teaching effectiveness, while providing feedback in helping first year teachers develop.	Prince William and Fairfax County Schools.	No
47.	Collaboration with In-Service Professional Development	PETE Faculty serve as presenters at Fairfax County physical education teacher in-service opportunities.	Assist teachers in emphasizing student knowledge about why they perform and in studying physical fitness activities.	Fairfax County Public Schools.	No
48.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers	High quality public school teachers collaborate with PETE faculty regarding content of courses and bring their experience and background to our students who become better prepared to teach youth in schools.	Public school teachers are critical links who enable teacher candidates to better understand children and youth through examples, stories, and sound pedagogical applications.	Fairfax County Public Schools.	No
49.	Online course in health education	Online course developed for and offered to health/physical education teachers on provisional license. The course was designed to meet the health methods course requirement for licensure.	The Commonwealth of Virginia requires teacher licensure or endorsement in health and physical education. This graduate-level course requires teachers to assess and analyze their school health program and provides resources for teaching K-12 health.	Fairfax, Loudoun, and Prince William County Public Schools.	No
50.	Student Teaching in Music Education - Instrumental	The Music Education program and Arlington Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Arlington Public Schools.	No



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51.	Student Teaching in Music Education - Instrumental	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools.	No
52.	Student Teaching in Music Education - Instrumental	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools.	No
53.	Student Teaching in Music Education - Instrumental	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools.	No
54.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Arlington County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Arlington County Public Schools.	No
55.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools.	No
56.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools.	No

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57.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools.	No
58.	Honor Band	The College of Visual and Performing Arts Music Education Program annually hosts a band festival for students from throughout the Commonwealth of Virginia and the Metropolitan Washington area.	High school students participate in a three-day festival of rehearsals and a culminating concert in the George Mason University Center for the Arts.	High schools throughout Virginia and the Metropolitan Washington area.	No
59.	Secondary Professional Development Schools Network - Fairfax County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with site-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Robinson Secondary School, Holmes Middle School and South Lakes High School.	Yes
60.	Child Find (T-TAC): Alexandria City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Alexandria City Public Schools.	No
61.	Child Find (T-TAC): Arlington Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Arlington County Public Schools.	No
62.	Child Find (T-TAC): Fairfax County Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Fairfax County Public Schools	No

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63.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Fauquier County Public Schools.	No
64.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools.	Yes
65.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools.	Yes
66.	Early Childhood Priority Project (T-TAC): Falls Church City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Falls Church Public Schools.	Yes
67.	Child Find (T-TAC): Manassas City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas City Schools.	No

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68.	Child Find (T-TAC): Manassas Park City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas Park City Public Schools.	No
69.	Child Find (T-TAC): Prince William County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Prince William County Public Schools.	No
70.	Early Childhood Priority Project (T-TAC): Frederick County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Frederick County Public Schools.	Yes
71.	Early Childhood Priority Project (T-TAC): Page County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Page County Public Schools.	Yes
72.	T-TAC: Berryville Elementary	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Berryville Elementary School.	Yes

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73.	Early Childhood Priority Project (T-TAC): Shenandoah County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Shenandoah County Public Schools.	Yes
74.	Early Childhood Priority Project (T-TAC): Winchester City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Winchester City Public Schools.	Yes
75.	Academic Review (T-TAC): Gunston Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Gunston Middle School.	Yes
76.	Academic Review (T-TAC): Kenmore Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Kenmore Middle School.	Yes

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77.	Academic Review (T-TAC): Culpeper Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Culpeper Middle School.	Yes
78.	Academic Review (T-TAC): W.C Taylor Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	W. C. Taylor Middle School.	Yes
79.	Academic Review (T-TAC): Godwin Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Godwin Middle School.	Yes



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80.	Academic Review (T-TAC): George Washington MS (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools.	Yes
81.	Academic Review (T-TAC): Francis Hammond (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools.	Yes
82.	Special Education Outreach: Loudoun County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Loudoun County Public Schools.	No
83.	Special Education Outreach: Frederick County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Frederick County Public Schools.	No
84.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Piedmont (Orange, Culpeper and Madison County).	No

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85.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort).	No
86.	Special Education Outreach: Teach for America (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Special Education Outreach: Teach for America (Outreach Cohort).	No
87.	Special Education Outreach: Fairfax County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Fairfax County.	No
88.	Special Education Outreach: Prince William County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Prince William County.	No
89.	Instructional Support Team (T-TAC): Halley Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Halley Elementary School.	Yes
90.	Instructional Support Team (T-TAC): Westlawn Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Westlawn Elementary School.	Yes

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91.	Instructional Support Team (T-TAC): Canterbury Woods	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Canterbury Woods.	Yes
92.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Alexandria City Schools.	No
93.	T-TAC: Arlington Archdiocese	Professional development.	Provided two workshops on evidence based best practice instructional and behavioral support strategies for students with ASD, K-12.	St. Leo the Great, St. Ann School, and GMU T-TAC.	Yes
94.	NOVAS (T-TAC): Northern Virginia Autism Support Team	Community of Practice that meets bi-monthly to share resources, training and strategies information regarding Autism Spectrum Disorders.	Review and discuss evidence-based best practice interventions and strategies for the education of students with ASD, PreK-12.	Alexandria, Arlington, Fairfax, Fauquier, Fairfax, and GMU T-TAC.	No
95.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Arlington County (The Secondary Transition Activities Priority Project) (T-TAC).	Yes

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96.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Arlington County.	No
97.	T-TAC: Clarke County	Professional development.	Provided three workshops on ASOL instruction for students with significant cognitive disabilities: communication, literacy, and teaching thematically.	Clarke County.	Yes
98.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Clark County.	Yes
99.	Effective School-wide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	Floyd T. Binns Middle.	Yes

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Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)  
Part 1: Education Programs (excluding Administration and Supervision Programs)***

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**Contact Person:** Martin E. Ford/Ellen Rodgers  
**Phone No.:** (703) 993-2004  
**Reporting Date:** July 2010

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100.	T-TAC: Culpeper	Virginia Department of Education Train-the-Trainer Autism Team.	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD.	Culpeper, GMU T-TAC, and Autism Priority Project.	Yes
101.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fairfax County.	No
102.	T-TAC: Glasgow Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; and design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Glasgow Middle School.	Yes
103.	T-TAC: Homes Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; and design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Homes Middle School.	Yes
104.	T-TAC: Fairfax	Professional development	Provides divisionwide training on social skills instruction for students PreK-12 with ASD.	Fairfax County.	Yes

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105.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Falls Church City.	No
106.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fauquier County Public Schools.	No
107.	ESD (T-TAC): Cedar Lee Middle	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern.	Cedar Lee Middle School.	Yes



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108.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self-determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self- determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Fauquier County Public Schools.	Yes
109.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Frederick County Public Schools.	Yes
110.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Apple Pie Ridge Elementary.	Yes
111.	The Secondary Transition Priority Project (T-TAC): Frederick County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events.	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Frederick County Public Schools.	Yes
112.	T-TAC: Frederick County	Professional development	Provided workshop on evidence based best inclusive practices for students with disabilities, K-6.	Frederick County Public Schools.	Yes

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113.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Loudoun County Public Schools.	Yes
114.	T-TAC: North Spring Behavioral Health	North Spring Behavioral Healthcare is a residential and private psychiatric center, which provides therapeutic, behavioral, and educational residential programs for students, ages 9-18. T/TAC has a Long Term Technical Assistance (LTTA) for the 2007-2008 school year, to provide a series of professional development workshops, which have focused on the following:	Provided the following workshops: <ul style="list-style-type: none"> <li>• Marzano's nine most Effective Instructional Strategies;</li> <li>• Strategies to Increase Literacy and Learning in Content Areas;</li> <li>• The Writing Process;</li> <li>• Mathematics Instruction; and</li> <li>• Effective Assessment Strategies, Formative and Summative.</li> </ul>	North Spring Behavioral Health.	Yes
115.	T-TAC: Metz Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Metz Middle School.	Yes

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116.	T-TAC: Locust Grove Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Locust Grove Middle.	Yes
117.	T-TAC: Prospect Heights Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Prospect Heights Middle.	Yes
118.	T-TAC: Orange Elementary	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Orange Elementary.	Yes

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119.	The Secondary Transition Activates Priority Project (T-TAC): Page County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self-determination, secondary data collection, regional projects, transition matrix/college guide, state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Page County.	Yes
120.	T-TAC: Prince William	Professional development.	Provided four workshops on evidence-based best practice strategies for the education of students with ASD: overview, communication/social, sensory/behavior, and data collection.	Prince William County Schools and GMU T-TAC.	Yes
121.	Effective School-wide Discipline Cohorts 1 and 2 (T-TAC): Prince William Schools	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	ESD project in PW is with Beville Middle, Potomac High, Bull Run Middle, Graham Park Middle, Parkside Middle, Saunders Middle, Woodbridge Middle, Dale City, Penn Elem., Yorkshire Elem., Marstellar Middle, Bel Air, Glenkirk Elem., Lake Ridge, Leesylvania Elem., King Elem., Mullen Elem., Potomac View Elem., Rosa Parks, and Victory Elem..	Yes
122.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Prince William County Public Schools.	Yes

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123.	VTOP (T-TAC): Rappahannock County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self-determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Rappahannock County.	Yes
124.	Effective School-wide Discipline Cohort (T-TAC): Warren County	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	ESD project in Warren is at E. Wilson Morrison Elem., Ressie Jefferies Elem., Warren County Middle.	Yes
125.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Shenandoah.	Yes
126.	T-TAC: Warren	Virginia Department of Education Train-the-Trainer Autism Team.	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD.	Warren, GMU T-TAC, and Autism Priority Project.	Yes

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127.	Instructional Support Team (T-TAC): Virginia Avenue Charlotte de Hart E.S, Winchester City Schools	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Virginia Avenue Charlotte de Hart E.S, Winchester City Schools.	Yes
128.	T-TAC: Arlington Department of Human Services	Professional Development.	Provided workshop on evidence based best practices for early intervention and preschool instructional and behavioral support strategies for Pre-K students with ASD.	Arlington Preschool directors/lead teachers.	Yes
129.	T-TAC: Commonwealth Autism Services	Statewide training.	Provides workshop on evidence based Ziggurat framework for parents and professionals supporting students with ASD, PreK-12.	Commonwealth Autism Services, GMU T-TAC.	No
130.	T-TAC: Commonwealth Autism Services	Statewide training.	Provides training by Dr. Scott Bellini on social skills instruction for students with ASD, PreK-12.	Commonwealth Autism Services, GMU T-TAC.	Yes
131.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Winchester.	No
132.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Spotsylvania .	No



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133.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)	This is a multi-year research project in which student teachers in general and special education programs are queried about their skills in working with students with disabilities during their student teaching experiences. Student teachers self-rate their skills using a Likert-scale rating system, and their respective school-based supervising/cooperating teachers and college/university supervisors also rate the student teachers. The purpose of this research is to compare participants' responses, and multiple comparisons occur, such as general education student teachers' self-ratings compared to special education student teachers' self-ratings.	Beginning general and special education teachers need to graduate from teacher preparation programs that have prepared them well to teach students with disabilities. Analyzing data from student teaching personnel at the pre-service level enables teacher preparation programs to be responsive to programmatic needs so that if there are areas that need to be addressed within the teacher preparation program to better prepare general and special educators to teach students with disabilities, that can occur.	Johns Hopkins University, Marywood University, York College, and University of South Florida.	Yes
134.	DC Public Schools: Coolridge High School (Jackman)	The aim of this partnership is to lead a team of school personnel through the development of comprehensive school wide behavioral management program.	This partnership provides the tools for the school community to build, implement and sustain positive school-wide discipline management system.	DC Public Schools: Coolridge High School.	Yes
135.	KIHD System Project (Graff, Behrmann, Wang, Chung)	Through a USDOE steppingstones grant a collaboration was formed to use a technology data collection tool. The technology tool, the KIHD System, enables the teachers to collect data more efficiently.	The KIHD system graphs the data automatically allowing the teacher to have more time to build new lessons and prepare materials. Additionally, since the students' data is collected and graphed in real time, the teacher has the information needed to make evidence based decisions about the current intervention.	The Helen A. Kellar Institute of Human Disabilities and Ivymount School.	Yes
136.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)	This is a research partnership to teach expressive writing to students with serious emotional disabilities at the middle school. The research project is a subcontract with Penn State University and funded by the US Department of Education, Institute of Education Sciences.	Students in the eighth grade are required to take the writing SOL exam. The GMU research project is designed to teach students with serious emotional disabilities, a persuasive writing strategy designed to facilitate their writing in school and to generalize to performance in other classes and on the high stakes tests.	George Mason University, Burke School, Fairfax County Public Schools, and Penn State University.	No
137.	Driver Education Endorsement for Local School Divisions	GMU's College of Education of Human Services (CEHD) offers two driver education endorsement courses, HEAL 402 Introduction to Driver Education, and HEAL 403 Driver Education Practice and Administration, through CEHD's Office of Educational Services to local school divisions.	The school divisions offer classroom driver education and behind-the-wheel instruction to secondary level students. This requires a sufficient number of available VA DOE certified driver education instructors. Professional preparation is based on the Administrative and Curriculum Guide for Driver Education in Virginia.	Fairfax County Public Schools, Loudoun County Public Schools, and Prince William County Public Schools.	Yes
138.	Fairfax County Public Schools - Gifted Education	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire specialized preparation in gifted education.	Fairfax County Public Schools.	No

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139.	FAST TRAIN ESOL Endorsement Outreach Initiatives	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire preparation in ESOL through FAST TRAIN cohort.	Albemarle, Chesterfield, Frederick, Hanover, Henrico, Loudoun, and Prince William Counties; and Manassas City.	Yes
140.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire preparation in elementary education preK-6 through FAST TRAIN cohort.	Anne Arundel County, Fairfax County, Arlington County Public Schools, Washington International School; and Roberta Schlichter at VDOE.	Yes
141.	FAST TRAIN International Baccalaureate Programs	Advanced IB Studies graduate certificate cohort.	Opportunity to acquire the IB Teacher Award Level I, which is required for school authorization and evaluation from IB through FAST TRAIN cohort.	Islamic Saudi Academy and Alexandria City Public Schools.	Yes
142.	KIHD - The VI Consortium	The VI Consortium is made up of six universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University, to prepare teachers to be highly skilled at working with students with visual impairment and blindness.	The VI Consortium enables teachers to develop the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness.	James Madison University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University.	Yes
143.	Virginia School for the Deaf and Blind	Professional development.	The partnership between KIHD and VSDB provides professional development to teachers in the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness.	Virginia School for the Deaf and Blind.	Yes
144.	Virginia Department for Blind and Vision Impaired	DBVI and AIM-VA (Accessible Instructional Materials - Virginia) have created a collaborative partnership to offer greater access to instructional materials. The Library and Resource Center is a component of the Department for the Blind and Vision Impaired (DBVI). Resource Center services are provided to local school divisions to support education of visually impaired and blind children.	DBVI and AIM-VA collaborate to support local school divisions in the education of their visually impaired and blind children.	DBVI and AIM-VA.	Yes

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																	
1.	Early Childhood Education Program and Fairfax County Public Schools (FCPS)	X																									X								
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	X																									X								
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	X																									X								
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	X																									X								
5.	Early Childhood Education Program and Loudoun County Public Schools LCPS)	X																									X								
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	X																									X								
7.	Early Childhood Education Program and Teach for America (TFA)	X																																	
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church (MCPS)																										X								
9.	Early Childhood Education Program and Manassas City Public Schools	X																									X								
10.	Professional Development School Network - Fairfax County Public Schools		X																																
11.	Professional Development School Network - Arlington Public Schools		X																																
12.	Professional Development School Network - Prince William County Schools		X																																
13.	Professional Development School Network - Loudoun County Public Schools		X																																
14.	Professional Development School Network - Fairfax County Public Schools		X																																

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																
15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information			X																														
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval			X																														
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort			X																														
18.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort			X																														
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
21.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
22.	School Counseling Leadership Team (SCLT)					X																												
23.	The School Reintegration Committee					X																												
24.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)					X																												
25.	School Psychology Internship: Fairfax County Public Schools						X																											
26.	School Psychology Internship: Arlington County Public Schools						X																											
27.	School Psychology Internship: Loudon County Public Schools						X																											
28.	School Psychology Internship: Prince William County Public Schools						X																											
29.	School Psychology Internship: Alexandria County Public Schools						X																											

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																
30.	School Psychology Internship: Falls Church Public Schools						X																											
31.	School Psychology Internship: Manassas City Public Schools						X																											
32.	School Psychology Internship: Frederick County Public Schools						X																											
33.	School Psychology Internship: Montgomery County Public Schools						X																											
34.	School Psychology Internship: Anne Arundel County Public Schools						X																											
35.	Foreign Language: Multiple Intelligences							X	X	X	X	X	X	X																				
36.	Elementary Art Methods Practicum														X																			
37.	Secondary Art Methods Practicum														X																			
38.	Student Teaching Internship														X																			
39.	AVT 495/595 School Observations														X																			
40.	Artful Adventures at DC Art Museums														X																			
41.	George Mason University Dance Department Partnership with Woodbridge High School Center for the Arts Dance Program															X																		
42.	English as a Second Language: Language Assessment Partnership																X																	
43.	Health and Physical Education Student Teaching Internships																	X																
44.	Physical Education Field Experiences in Schools																	X																
45.	Health Education Field Experience																	X																
46.	Collaborative Research																	X																
47.	Collaboration with In-Service Professional Development																	X																

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																		
48.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers																		X																	
49.	Online course in health education																		X																	
50.	Student Teaching in Music Education - Instrumental																			X																
51.	Student Teaching in Music Education - Instrumental																			X																
52.	Student Teaching in Music Education - Instrumental																			X																
53.	Student Teaching in Music Education - Instrumental																			X																
54.	Student Teaching in Music Education - Vocal/Choral																				X															
55.	Student Teaching in Music Education - Vocal/Choral																				X															
56.	Student Teaching in Music Education - Vocal/Choral																				X															
57.	Student Teaching in Music Education - Vocal/Choral																				X															
58.	Honor Band																			X																
59.	Secondary Professional Development Schools Network - Fairfax County Public Schools																					X	X	X	X	X	X	X						X		
60.	Child Find (T-TAC): Alexandria City Schools																											X								
61.	Child Find (T-TAC): Arlington Public Schools																											X								
62.	Child Find (T-TAC): Fairfax County Public Schools																											X								
63.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)																											X								
64.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start																											X								
65.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start																											X								



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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																			
66.	Early Childhood Priority Project (T-TAC): Falls Church City																											X									
67.	Child Find (T-TAC): Manassas City																											X									
68.	Child Find (T-TAC): Manassas Park City																											X									
69.	Child Find (T-TAC): Prince William County																											X									
70.	Early Childhood Priority Project (T-TAC): Frederick County																											X									
71.	Early Childhood Priority Project (T-TAC): Page County																											X									
72.	T-TAC: Berryville Elementary																											X									
73.	Early Childhood Priority Project (T-TAC): Shenandoah County																											X									
74.	Early Childhood Priority Project (T-TAC): Winchester City Schools																											X									
75.	Academic Review (T-TAC): Gunston Middle School																												X	X							
76.	Academic Review (T-TAC): Kenmore Middle School																												X	X							
77.	Academic Review (T-TAC): Culpeper Middle School																												X	X							
78.	Academic Review (T-TAC): W.C Taylor Middle School																												X	X							
79.	Academic Review (T-TAC): Godwin Middle School																												X	X							
80.	Academic Review (T-TAC): George Washington MS (Alexandria City)																												X	X							
81.	Academic Review (T-TAC): Francis Hammond (Alexandria City)																												X	X							
82.	Special Education Outreach: Loudoun County (Outreach Cohort)																												X	X							

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																	
83.	Special Education Outreach: Frederick County (Outreach Cohort)																												X	X					
84.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)																												X	X					
85.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)																												X	X					
86.	Special Education Outreach: Teach for America (Outreach Cohort)																												X	X					
87.	Special Education Outreach: Fairfax County (Outreach Cohort)																												X	X					
88.	Special Education Outreach: Prince William County (Outreach Cohort)																												X	X					
89.	Instructional Support Team (T-TAC): Halley Elementary School																												X	X					
90.	Instructional Support Team (T-TAC): Westlawn Elementary School																												X	X					
91.	Instructional Support Team (T-TAC): Canterbury Woods																												X	X					
92.	T-TAC: NOVA Assistive Technology Coordinators																												X	X					
93.	T-TAC: Arlington Archdiocese																												X	X					
94.	NOVAS (T-TAC): Northern Virginia Autism Support Team																												X	X					
95.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County																												X	X					
96.	T-TAC: NOVA Assistive Technology Coordinators																												X	X					
97.	T-TAC: Clarke County																												X	X					
98.	T-TAC: NOVA Assistive Technology Coordinators																												X	X					

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Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																									
99.	Effective School-wide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle																									X	X
100.	T-TAC: Culpeper																									X	X
101.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
102.	T-TAC: Glasgow Middle School																									X	X
103.	T-TAC: Homes Middle School																									X	X
104.	T-TAC: Fairfax																									X	X
105.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
106.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
107.	ESD (T-TAC): Cedar Lee Middle																									X	X
108.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools																									X	X
109.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
110.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary																									X	X
111.	The Secondary Transition Priority Project (T-TAC): Frederick County																									X	X
112.	T-TAC: Frederick County																									X	X
113.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
114.	T-TAC: North Spring Behavioral Health																									X	X
115.	T-TAC: Metz Middle School																									X	X
116.	T-TAC: Locust Grove Middle																									X	X

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117.	T-TAC: Prospect Heights Middle																									X	X
118.	T-TAC: Orange Elementary																									X	X
119.	The Secondary Transition Activates Priority Project (T-TAC): Page County																									X	X
120.	T-TAC: Prince William																									X	X
121.	Effective School-wide Discipline Cohorts 1 and 2 (T-TAC): Prince William Schools																									X	X
122.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
123.	VTOP (T-TAC): Rappahannock County																									X	X
124.	Effective School-wide Discipline Cohort (T-TAC): Warren County																									X	X
125.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
126.	T-TAC: Warren																									X	X
127.	Instructional Support Team (T-TAC): Virginia Avenue Charlotte de Hart E.S., Winchester City Schools																									X	X
128.	T-TAC: Arlington Department of Human Services																									X	X
129.	T-TAC: Commonwealth Autism Services																									X	X
130.	T-TAC: Commonwealth Autism Services																									X	X
131.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
132.	T-TAC: NOVA Assistive Technology Coordinators																									X	X
133.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)																									X	X
134.	DC Public Schools: Coolridge High School (Jackman)																									X	X

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135.	KIHD System Project (Graff, Behrmann, Wang, Chung)																												X	X							
136.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)																												X	X							
137.	Driver Education Endorsement for Local School Divisions																															X					
138.	Fairfax County Public Schools - Gifted Education																																X				
139.	FAST TRAIN ESOL Endorsement Outreach Initiatives																X																				
140.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives		X																																		
141.	FAST TRAIN International Baccalaureate Programs		X					X													X	X	X	X	X	X	X										
142.	KIHD - The VI Consortium																															X					
143.	Virginia School for the Deaf and Blind																															X					
144.	Virginia Department for Blind and Vision Impaired																															X					

**Virginia Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)**  
**Part 3: Administration and Supervision Programs**

**Name of Institution:** George Mason University  
**Contact Person:** Martin E. Ford/Ellen Rodgers  
**Phone No.:** (703) 933-2004  
**Date:** July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Prince William Cohort	Each year we recruit and run a cohort in Prince William County Schools. Cohort members are teachers from the county who are interested in school leadership. These cohorts are often large and range between 25-30 students and follow the regular CEHD/EDLE admission and selection process and meet at a school in PW.	Prince William County Public Schools are experiencing growth and increasing need for qualified administrators. The EDLE/PW cohorts help identify and train potential school leaders and provide a steady stream of candidates for the county.	Prince William County Public Schools, Office of Professional Development, Natalie Bonshire.	No
2.	Frederick Cohort	Every two years we start a cohort in Frederick County Public Schools. The cohort is made up of teachers from Frederick, Winchester and Winchester City, who aspire to be administrators. These cohorts range in size from 20-25 students and meet in a location in Frederick County and follow regular GMU selection and admission process. Frederick County teachers partake in the county's tuition reimbursement program.	Frederick County Public Schools, as well as its neighboring counties, are in a more rural area with limited access to higher education institutions. Having a program that comes to them enables them to have a qualified pool of candidates for leadership positions that become available.	Frederick County Public Schools, Superintendent, Ms. Patricia Taylor and Janet Goodhand, Coordinator of Staff Development and Federal Programs.	No
3.	Loudoun 6 Cohort	This cohort is comprised of teachers from Loudoun County Public Schools and Fairfax County Public Schools who aspire to be school leaders. The 23 member cohort meets in GMU's Loudoun Campus and goes through the regular CEHD/EDLE selection and admission process. Loudoun County pays for 40% of the tuition for Loudoun County employees.	Loudoun is a growing county with an increasing need for administrators. The various EDLE cohort provides a qualified pool of applicants for leadership positions. The participants sign an agreement to stay in the county for a minimum of two years after the completion of their degrees.	Loudoun County Public Schools, Office of Professional Development, John O'Connor, Director.	No
4.	Metropolitan Cohort	This cohort is made up of teachers from Washington, D.C., Arlington, Alexandria, and Fairfax counties. This cohort is now at 16 and meets in Arlington. It has undergone the regular CEHD/EDLE selection and admission process. The diversity of the participants and school districts provides a unique educational opportunity for the participants. Different tuition reimbursement is in place for participants based on each county's plan.	Washington, D.C., requires all administrators to have a master's degree in Education Leadership. This cohort enables many sitting administrators to meet this new requirement. It also provides a desirable location for aspirants from a range of school districts to meet. All school districts help with the advertising and recruitment efforts.	Various principals in D.C.; Arlington, Assistant Superintendent, Meg Tuccillo; Alexandria, Director of Staff Development, Melissa Deak; and Fairfax, Rita Cloutier.	No

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5.	Fairfax Cohort 9	This cohort is similar to previous EDLE/Fairfax cohorts. The members will all be teachers from FCPS, who go through a rigorous screening process by the Selection Committee made up of FCPS and EDLE representatives in addition to the CEHD admissions process. This 28 member cohort meets in Fairfax and participates in the FCPS tuition reimbursement program.	FCPS is a large school district with many administrators who are close to retirement age. This cohort provides quality candidates for leadership positions.	Fairfax County Public Schools, - Office of Professional Learning and Training, Rita Cloutier, Elma Hinson, and Andy Cole.	No
6.	Regional North 7	This cohort is comprised of teachers from FCPS, Alexandria City Schools, Arlington Public Schools and PW County Public Schools. This 27 member cohort meets in a school in FCPS and has undergone the regular CHED admissions process. Different tuition reimbursement is in place based on each school district's plan. The diversity of school districts provides a unique educational opportunity.	All of these school districts have a need for qualified school leaders and this cohort provides quality candidates for leadership positions in these districts.	FCPS-Rita Cloutier; Arlington-Meg Tucillo; ACPS-Melissa Deak; and PW-Natalie Bonshire.	No
7.	AFA 2	This cohort is scheduled to complete this year and is made up of Alexandria and Arlington teachers who have undergone a rigorous screening process by the AFA Steering Committee, made up of representatives from CEHD/EDLE and the two school districts, in addition to the CEHD admissions process. The cohort has approximately 20 members. They meet in Arlington and receive tuition benefits.	Arlington and Alexandria are both highly diverse school districts with special needs. This cohort enables them to participate actively in development of the next generation of quality candidates to lead their schools.	Arlington-Meg Tucillo; Alexandria- Current contact is not known.	No